

ANNUAL REPORT
OF THE
Superintendent
OF THE
Ontario School for the Blind
BRANTFORD

FOR THE YEAR ENDED 31st OCTOBER

1921

(Being Appendix Y to the Report of the Minister
of Education for the year 1921)

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO

Printed and Published by CLARKSON W. JAMES, Printer to the King's Most Excellent Majesty

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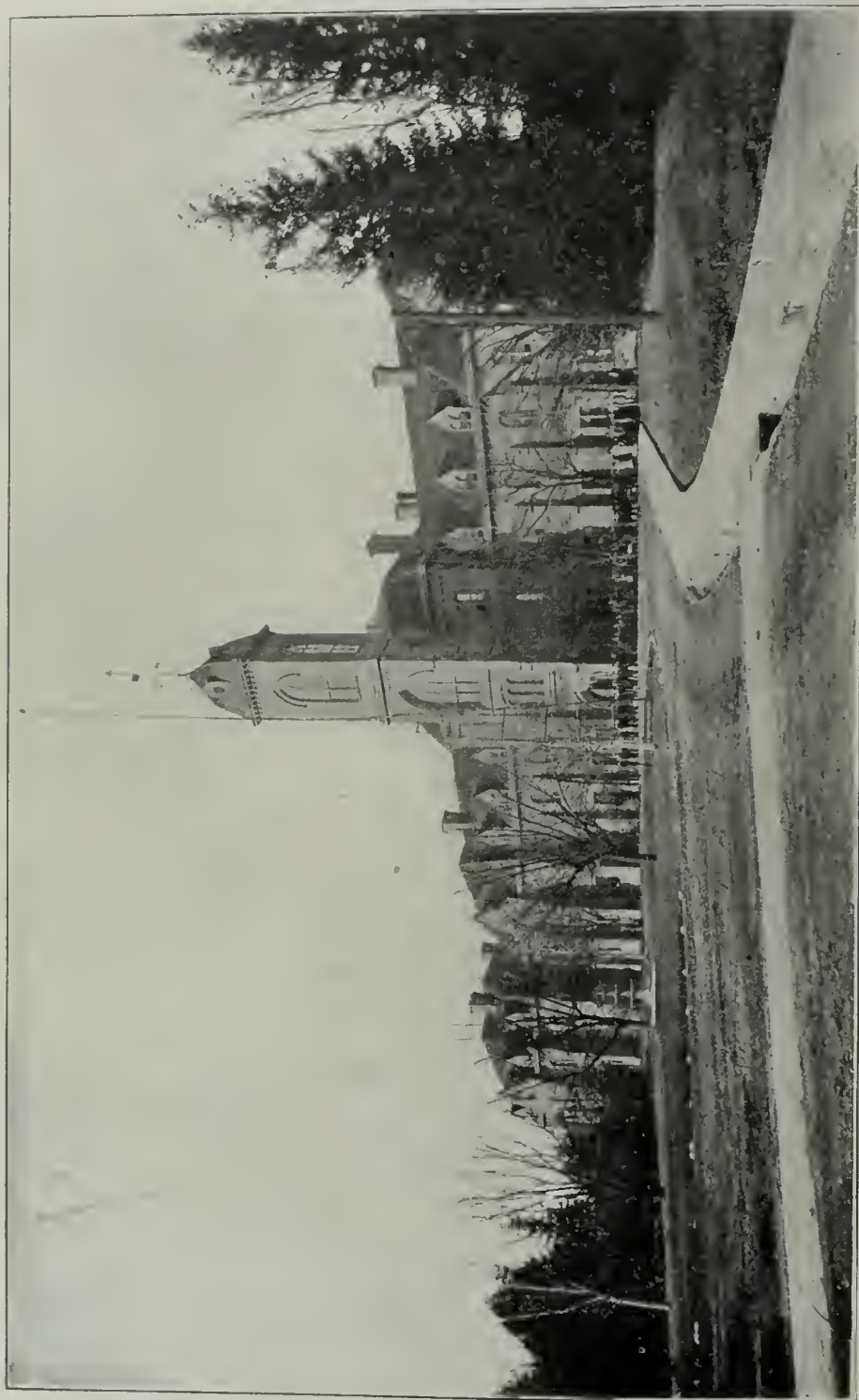
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Main Building, Ontario School for the Blind.

ONTARIO SCHOOL FOR THE BLIND

ANNUAL REPORT OF THE SUPERINTENDENT

To the HONOURABLE R. H. GRANT, M.P.P.,
Minister of Education for ONTARIO.

Sir,—I have the honour to transmit herewith the fiftieth Annual Report of the Ontario School for the Blind. Brantford, for the year ended 31st October, 1921.

I have the honour to be,

Sir,

Your obedient servant,

W. B. RACE,

Superintendent.

Brantford, December, 1921.

The Attendance

In presenting the fiftieth Annual Report of the Ontario School for the Blind, I beg to report the average attendance for the session which ended June, 1921, as 113, and an increase in the total registration for the school session commencing September 28th, 1921, from 106 to 119. The registration of pupils for the twelve months of the official year from October 31st, 1920, to October 31st, 1921, was 146, just ten more than in the preceding year.

There has been a marked increase in attendance this year at all schools throughout the Province and the School for the Blind proves to be no exception. The Canadian National Institute for the Blind co-operating in some places with the Canadian Red Cross Society and other organizations interested in the care of children, have done a splendid work in directing the attention of the public to the excellent advantages of our school.

Changes in Staff

Miss Jeannette Killmaster, owing to ill-health, was compelled to resign as Musical Director, very much to the regret of everybody associated with the school, as the work in her department had reached a very high degree of excellence. Miss Killmaster's position was filled by the appointment of Mr. J. G. Galloway, organist in the Brant Avenue Methodist Church of Brantford. Mr. Galloway is rated very highly as an organist and as a teacher of piano and vocal music.

Miss Summerby, High School Teacher, resigned owing to the illness of her mother, and has been succeeded by Miss Jean Burns of Brantford. Miss Burns is a graduate of Toronto University and comes to the school with a short experience in High School work.

Mr. Tindall, Boys' Supervisor, for one year, resigned to continue his studies, and his work in the school has been taken by Mr. John Pollock. Mr. Pollock is not without experience, as he occupied a similar position once before and has had much to do with boys' work. He is an expert swimmer and had been acting throughout the summer as life-saver for the City of Brantford.

Many of their old friends and schoolmates will regret to hear that since our last report both Miss Matura Cronk and Miss Catherine Burke have passed away. The former had been in ill-health for the last two years and her death came as a release from suffering on May 7th. Miss Burke's death occurred in March and she had only been away from the school for a few months.

Miss Winnie Davison, who had been acting as stenographer in the office of the Director of the Canadian National Institute for the Blind, Toronto, succeeded Miss Burke for a few months, returning at a later date to take another position in Toronto. The position is now filled by Miss Agnes MacGillivray, a graduate of last June.

New Pupils at the Opening of the Session, September 28th, 1921

Name	Address	Name	Address
Beecham, LeslieToronto, Ont.	Lyon, RossKingston, Ont.
Brown, GraceLondon, Ont.	McCormick, GeorgeToronto, Ont.
Carpenter, MarjorieBridstow, Alta.	More, AngusSeaforth, Ont.
Casey, MurielOttawa, Ont.	Morrison, Alex.Calgary, Alta.
Crawford, GwendolynToronto, Ont.	Morrow, AlvinPilot Mound, Man.
Duffet, JamesHaileybury, Ont.	Pachowski, MikeStonewall, Man.
Evans, StanleyCalgary, Alta.	Pease, GordonMoose Jaw, Sask.
Ferens, MikeWinnipeg, Man.	Phillpott, Emily (re-	
Gemmell, Alex.Simpson, Sask.	admitted)Brockville, Ont.
Gliddon, JohnToronto, Ont.	Richea, PhyllisToronto, Ont.
Grausdin, John, (re-		Simpson, Myrle, (re-	
admitted)Lettonia, Man.	admitted)Dominion City, Man.
Griffin, JamesGlanford Station, Ont.	Stevens, MyrtleRegina, Sask.
Harris, RobertLeslie, Sask.	Tennyson, EvelynPort Perry, Ont.
Hayes, EmmettStratford, Ont.	Vickers, AliceGamebridge, Ont.
Inglis, DavidTillney, Sask.	Vallery, Alex.Munson, Alta.
Iverson, SelmaPreeceville, Sask.	White, WilliamThorold, Ont.
Jarrold, GeorgeBeaverlodge, Alta.	Wood, BerniceWoodstock, Ont.
Kellar, Nicolay, (re-		Wood, DorisPeterboro', Ont.
admitted)Hyas, Sask.	Zeller, LydiaMelville, Sask.

Pupils Registered in Session 1920-21

Name	Address	Name	Address
Barnstable, David	..Winnipeg, Man.	Jeffrey, GordonBeachburg, Ont.
Barrett, WilsonSunderland, Ont.	Joyce, JudsonOttawa, Ont.
Baxter, HaroldWetaskiwin, Alta.	Konopski, AlbinValley River, Man.
Bell, StewartPaisley, Ont.	Kozlowski, Joseph	..Winnipeg, Man.
Bellew, Clarence	..Winter, Sask.	Lott, ErnestWingham, Ont.
Bettridge, Edward	..Brampton, Ont.	Luekett, StanleyEdmonton, Alta.
Braden, MiltonCalabogie, Ont.	McDonald, James	..Clover Bar, Alta.
Campbell, CharlesToronto, Ont.	McLaren, FredMerrickville, Ont.
Carlson, Arthur	..Victoria Harbor, Ont.	McLennan, JohnToronto, Ont.
Carscallen, Archie	..Tamworth, Ont.	Macalister, Donald	..Macalister, B.C.
Clarke, AllanToronto, Ont.	Macbeth, Stanley	..Toronto, Ont.
Conway, ErnestKirkland Lake, Ont.	Makey, LawrenceTillbury, Ont.
Craig, LesliePetrel, Man.	Martin, JosephWinnipeg, Man.
Culver, JohnTodmorden, Ont.	Miscampbell, Lester	Angus, Ont.
Davidson, Thorstein	Prince Rupert, B.C.	Mollard, RobertStonewall, Man.
Duggan, BasilToronto, Ont.	Montgomery, Horace	Kingston, Ont.
Edmondson, Stanley	Brantford, Ont.	Mulholland, Thomas	Toronto, Ont.
Elmes, AlfredToronto, Ont.	Nason, IrvinePort Arthur, Ont.
French, ClaytonAnglia, Sask.	Niece, RobertLowbanks, Ont.
Gash, JamesVancouver, B.C.	O'Brien, William	..Peterboro', Ont.
Gilby, NormanBracebridge, Ont.	O'Neill, AllanCalgary, Alta.
Greene, EdwardDunnville, Ont.	Parfitt, AllanToronto, Ont.
Hackett, JohnBarrie, Ont.	Patrick, GeorgeLondon, Ont.
Hartfield, AdolfLang, Sask.	Powell, JamesToronto, Ont.
Hill, ArchieNorth Bay, Ont.	Petrie, AloysiusHamilton, Ont.
Hill, NormanSt. Thomas, Ont.	Philpott, ErnestBrockville, Ont.
Hutchinson, Fernie	..Fernie, B.C.	Philpott, FredBrockville, Ont.

Pupils Registered in Session 1921-22 (Continued)

Name	Address	Name	Address
Philpott, John	Brockville, Ont.	Fuson, Dora	Swan River, Man.
Richards, Laurie	Winnipeg, Man.	Gascoigne, Marjorie	Hamilton, Ont.
Scherger, Christian	Leader, Sask.	Gill, Grace	Toronto, Ont.
Shaw, Thomas	Hamilton, Ont.	Grey, Muriel	Winnipeg, Man.
Stoddart, Ernest	Copper Cliff, Ont.	Grills, Iva	Cane, Ont.
Sutherland, Joseph	Vancouver, B.C.	Hutsou, Amy	Moose Jaw, Sask.
Sydr, Mike	Winnipeg, Man.	Joyce, Patricia	Strathcona, Alta.
Troughton, Robert	Arthur, Ont.	Kingsley, Nora	Bridgesville, B.C.
Tuttle, Russell	Toronto, Ont.	Krauser, Rose	Winnipeg, Man.
Warren, George	Prince Albert, Ont.	Lamnie, Greta	Hensall, Ont.
Young, Kenneth	Binbrook, Ont.	McDonald, Christina	Dunvegan, Ont.
Bews, Anna	Bridgeburg, Ont.	MacGillivray, Agnes	Listowel, Ont.
Bickerton, Gladys	Navan, Ont.	Meilick, Verna	Rapid City, Man.
Brunsdon, Aima	Brantford, Ont.	Michnischodare, Eliz	Manitowaning, Ont.
Clark, Jessie	North Bay, Ont.	O'Neill, Mary	Ottawa, Ont.
Clark, Lillian	Mount Dennis, Ont.	Reddick, Jessie	Toronto, Ont.
Clarke, Marguerite	Toronto, Ont.	Regimbal, May	Norwood Grove, Man.
Collins, Mabel	Saltcoats, Sask.	Sadeski, Mary	Souris, Man.
Crawley, Daisy	Toronto, Ont.	Sells, Kathryn	London, Ont.
Dalton, Mary	Hamilton, Ont.	Shotholt, Kate	Sturgeon Creek, Man.
Dawson, Christina	Toronto, Ont.	Smith, Audrey	Collins Bay, Ont.
DeCarlois, Aida	Peterboro', Ont.	Smith, Bernice	Sarnia, Ont.
Dell, Pearl	Edmonton, Alta.	Smith, Effie	Brantford, Ont.
Duciaume, Francina	Rockland, Ont.	Taylor, Mabel	Edmonton, Alta.
Dupuis, Agnes	Brantford, Ont.	Trnscoot, Ruth	Battleford, Sask.
Edwards, Mary	Toronto, Ont.	Waswanipi, Mary	Cochrane, Ont.
Folis, Rose	Winnipeg, Man.	Watson, Myrtle	Vancouver, B.C.
Fox, Marjorie	Georgetown, Ont.	Welsh, Verna	Baldur, Man.

Domestic Science

As intimated in my report of a year ago, the need of proper facilities for teaching Household Science was very apparent, as the poorly equipped room which has done service for many years has long been insufficient for the needs of this very important branch in girls' training. The appropriation granted for that purpose has enabled us to fit up and equip a large room with all the latest conveniences for teaching Domestic Science, and the girls feel grateful for the completeness of the accommodation now provided.

A large electric stove, in addition to several smaller stoves which stand upon separate tables enables the pupils to have all the advantages of individual training as well as demonstrations by the teacher in charge.

June Concert

As usual the June concert was quite up to, if not beyond the usual standard. At all events, the room was filled to capacity and many enjoyed the programme from the hallway outside where those who could not obtain an entrance stood throughout the entire programme.

The following is taken from the Brantford "Expositor" of June :

Those who had the privilege last evening of attending the commencement exercises of the Ontario School for the Blind, enjoyed a rare treat, and could not fail to be impressed with the varied and attractive programme that was presented. There were part songs, solos, piano solos, duets and quartettes, violin selections, recitations, wands and a beautiful tableau of spring. The entire programme was chaste and artistic, and splendidly rendered, and reflects great credit on the members of the staff.

The programme was varied from the succession of musical numbers by the introduction of an unusually pretty and well arranged dramatic piece called "A Spring Fantasy." There were 18 pupils taking part in this and they aroused the keenest interest among those watching them by the accuracy with which they remembered to

take their places and the general ability they showed in making the offering pretty and attractive. The little playlet was begun by a lament by old King Winter that his strength was all passing away, then his disappearance, and the arrival of Spring and all her attendants. King Winter was attended by little white snowflakes and Jack Frost, the snowflakes being chosen from the very smallest of the little girls, who carefully led each other on and off the stage, holding hands. Spring had her followers also, in dainty and bright flower costumes, and in dance and song and dialogue they told the story of the change of seasons. The whole production was very pretty and showed careful training on the part of the teachers, for some of those taking part were very small, yet their voices carried to all parts of the hall.

An interesting number was a recitation given by a very small lad, Ernest Phillpott, who had a voice much "bigger" than his body, and he was distinctly heard in his selection, "David's Soliloquy." Donald Macalister was loudly applauded also in his selection, "The Cattle Thief," by Pauline Johnson, and a wand drill by seven boys was given with the precision of a small corps of drum majors.

The major part of the programme, however, was given over to musical numbers. This year at the school there are several young ladies who have given excellent promise of becoming widely known in their art, for they have inherent musical talent, and their teachers have given them very special attention. Several times during the year they have appeared on other platforms in the city and have been welcomed, and again last night they gave excellent account of themselves.

Miss Kathryn Sells has become familiar in every way with her piano, and with her own natural ability and careful study she has attained a high degree of perfection. She played last night Rachmaninoff's "Prelude in G Minor" that displayed her gifts very well, for she played it with confidence and finish. Miss Gladys Bickerton sang "Romanza" (Cavallerio Rusticana) and her fresh young voice was well displayed in her selection, when she took the high notes clearly and resoundingly and put a good deal of artistry into her lower tones. In her violin solo, "Reverie," by Vieuxtemps, Miss Greta Lammie gave a number that was a decided favorite with her audience and she was warmly applauded.

Very well given were the part songs by the girls' choral class and the two numbers of the boys and girls in one large chorus, with which the programme was opened and closed, "A Twilight Song" and "Now Tramp O'er Moss and Fell." A very sweet and pleasing number was a solo sung by Miss Agnes MacGillivray and the "Boat Song" by Miss Lillian Clark proved to be a very pretty selection. Several young ladies entertained the audience by their piano numbers, Miss Lillian Clark and Miss Kathryn Sells playing a piano duet, Miss Mary O'Neill pleasing with her piano solo, "On Song's Bright Pinions" and the piano quartet, Mozart's "Euryanthe" was very fine as played by Miss Mary O'Neill, Miss Agnes MacGillivray, Miss Alma Brunsdun and Aloysius Petrie. A number given by two violinists, a pianist and an organist was delightful, Miss Greta Lammie, Miss Jones, Miss Kathryn Sells and Aloysius Petrie taking part in this. The number of those who possess musical ability was further shown by the piano duet played by the Misses Mary Edwards and Aida de Carlonis, who both proved to be talented.

The whole entertainment was of a high order and Principal W. B. Race, who welcomed the visitors to the school and introduced the pupils, was justly proud of their work. The skill with which the pupils move about the stage still excites the interest and the curiosity of the audience, and Mr. Race is making it a special feature to instruct the boys and girls to make their way alone.

One of the most pleasant features of the programme was the presentation by Mr. W. B. Donkin, on behalf of the pupils, of a beautiful lamp to Rev. Mr. Martin, for his interest in coming to the school on more than one occasion to give them a dramatic recital.

Visitors

Mr. L. M. Wood, President of the Canadian National Institute for the Blind, was a welcome visitor at the time of the June concert. Mr. Wood in addressing the pupils referred to his interest in the adult blind at Toronto and expressed a keen appreciation of the work done in the school, not only in their education and work, parts of which he had witnessed, but also in the magnificent concert they had given.



Assembly Hall.

Mr. Philip Layton and Mrs. Layton, of the Montreal School for the Blind, were also welcome visitors. They each spoke to the pupils, emphasizing the value of their training at school, and giving them much good advice.

New Walks

During the summer vacation many improvements were made in the grounds. New walks were built which enable the boys to reach their dormitory without entering the Main building, and trees which were obscuring the main building were cut down, much to the general improvement in appearance and with the additional advantage of affording more light to the rooms. Numbers of trees were cut down in the grounds and a large patch of willow which had been growing unchecked for several years was cut out altogether.

Concerts During the Vacation

Several of the girls undertook in various parts of the province to put on concerts during the summer months, and I am glad to report that they met with considerable success. These concerts educate the public to the high quality of the work being done, and serve as a good advertisement to the school, and also afford some return to the girls for the entertainment given.

INFORMATION FOR PARENTS

The following information regarding the aims and objects of the School will be of especial interest to parents who are considering sending their children :

Where It Is--What It Is--What It Does

The Ontario School for the Blind was established in 1872, and formally opened in May of that year. The site overlooks the valley of the Grand River, and includes one hundred acres of valuable land. The opportunities afforded to the pupils and other residents of the school for healthful recreation are more than usually ample. No school for the blind in either Great Britain or the United States will compare with this one in that regard. The school is greatly favoured, too, by being within the limits of the City of Brantford, one of the most enterprising in the Province. The city cars pass along St. Paul's Avenue at the entrance to our beautiful park, and radial lines pass on either side in the direction of Paris and Galt. The interest taken by the churches in the welfare of the pupils, the frequent intellectual and musical entertainments to which the latter have access, and the healthful, moral and social conditions generally, all act most favourably on the lives and characters of the young people thus brought in contact with them.

The school was founded for the purpose of imparting general education, as well as instruction in some professional or industrial art to all blind youths of both sexes, between the ages of seven and twenty-one, not being deficient in intellect, and free from disease or physical infirmity. It is not intended as an asylum for the aged or infirm, nor as a hospital for the treatment of disease; but in its design has reference only to the physical, mental and moral training of blind children.

It is required that all pupils sent to the school should be decently and comfortably clothed, and furnished with a sufficient change and variety of apparel to ensure cleanliness and comfort. A supply sufficient for the term must be furnished or guaranteed before the pupil can be admitted.



The Boys' Workshop.

The regular session commences on the fourth Wednesday in September, and continues until the third Wednesday in June, at which time every pupil must be removed to his or her home or place of abode. Guides are provided where necessary at the beginning and the end of the school term to look after the safety of children when they are travelling, but parents wishing to have their children with them at the Christmas vacation are expected to make all arrangements for the journey, both going and coming, and to guarantee that they will not be exposed to any contagious disease.

No fee is charged for tuition or board, but parents must pay all travelling expenses to and from school.

Terms of Admission

The term "blind person" is liberally interpreted to mean those who, by reason of actual blindness or impaired or defective vision, are incapable of receiving instruction in the Public schools. As a matter of fact, about half the pupils have some perception of objects, and have come after trying unsuccessfully to wrestle with the ordinary work of a school for the seeing. In many cases pupils come whose eyesight is in a critical condition from the strain imposed upon it by endeavouring to keep up with seeing pupils.

Pupils are admitted between the ages of seven and twenty-one years, but the rule is flexible enough to be disregarded if in the opinion of the Principal an individual case warrants an exception being made. But pupils must be free from bodily infirmity or mental deficiency.

The Course of Instruction

The courses of study followed in the Ontario School for the Blind are exactly the same as in the Public Schools of the Province, with the single exception of art. Pupils enter, however, at such a variety of ages that our system must be flexible enough to adapt itself to circumstances. Those who have had a previous training in the first grades of the Public School are given a test and placed in the class for which they are best fitted. But the child of seven or eight years who is attending school for the first time will receive his first lessons in the Kindergarten class, where he will learn all the little handy arts taught in the public Kindergarten schools, such as weaving, sewing, plaiting, and modelling familiar objects in clay. Here he gets his first ideas of music in the Kindergarten songs. Then his physical powers are developed systematically by exercises in a well-warmed and well-ventilated gymnasium. He will devote a short time daily to learning arithmetic, in its elementary stages, and also be taught to read. Arithmetic is rendered easy by use of blocks or other objects, and the alphabet is mastered by the aid of embossed cards. In this way a clever child will, at the end of a session, surprise his friends by the progress, in reading by the touch small words or even sentences, he has made.

As the pupil progresses he will take up new subjects of study in each class. Among these geography, taught by the aid of raised sectional maps, will be one of the most interesting. On these maps our own Province, with its counties, lakes, rivers, railways, cities, towns, etc., is carefully studied. The Dominion, with all its political divisions and geographical features, is mastered. Great Britain, with its commercial centres and other characteristics, is made perfectly familiar to the young pupils; while the United States and the Continents of Europe, Asia, Africa

and America, are all handled in turn on the same principle. That geography can be most successfully taught objectively is admitted. Many are the envious looks cast by public school teachers at our maps.

Natural history is taught with the aid of stuffed birds, animals, reptiles and fishes. The laws of hygiene are thoroughly impressed upon the minds of the pupils, which naturally tends to the development and maintenance of a robust and vigorous physical condition.

Blind pupils will, in all essential particulars, hold their own with the highest class in the public schools, while it is probable that they will really have a more complete acquaintance with certain subjects than their seeing competitors, and if a student has higher literary aspirations with a distinctively practical object, he can prepare himself here by fully qualified teachers for University Matriculation.

Music

There is a mistaken impression that the blind are gifted with musical talents to a greater extent than the average of seeing persons. But, as a matter of fact, there is nothing in blindness to quicken musical perceptions. Music is, however, a study particularly adapted to the blind, provided that the pupil has an ear that may be trained, and a musical sense that may be developed and cultivated. Remarkable results are attained, too, from the concentration of the mind on the study, which is easier to a blind person than to a seeing one. Every pupil in the school who can be taught music to reasonable advantage has the opportunity. But to expect us to make an accomplished musician out of a pupil merely because he is blind is absurd. Pupils of our school have passed very creditably the difficult examinations of the Toronto Conservatory of Music and the University of Toronto. Many are reaping the reward, as organists and music teachers, of the instruction they received at our school. That instruction includes the pipe organ, piano, theory, violin, and vocal music, and where the accomplishment is not complete enough to enable the pupil to follow it as a vocation in life, it at least contributes to the pleasure and joy of life, and it is just as important to make people happy as to make them money earners, and music is a powerful agent to that end. Where without such qualifications a blind man or woman might spend a dreary life in listless idleness, he or she may in this way attain a social position many sighted ones will envy.

Blind pupils are taught music just as are seeing ones, by note and by practice. They play just as deftly and correctly as those who have the best vision. The notes are taught in the ordinary way. Then the exercises are dictated by the teacher to the pupil, who writes them in a cipher, consisting of raised dots made with a stylus on stout paper, and so arranged as to constitute the several musical signs. These are read by touch, and the pupil practising at the piano reads with the one hand while he practises with the other, right and left alternately, so that either hand in turn serves for the eyes, and the piece is committed to memory and played over until the teacher is satisfied it is played correctly. Examinations are held annually in both the literary and musical departments by gentlemen of the highest reputation in the respective professions, and the results are fully conveyed to the parents.

Typewriting

All well-organized Schools for the Blind make provision for instruction in the use of the typewriter. It supplies the pupils with a convenient means of correspondence very superior to the pencil and grooved card, and its use teaches

accuracy and precision in writing and spelling. The use of the dictaphone renders it unnecessary for those who wish to become typists to depend upon shorthand notes, and several of our girls have become quite expert.

Piano-Tuning

Special attention is paid to piano-tuning, as this vocation is one in which the blind can always excel, and they compete with seeing tuners on equal terms. One can become an excellent tuner without becoming a thoroughly successful pianist, although it is always urged that those who wish to become tuners should become proficient players, for reasons that are obvious. There are altogether thirty-five pianos in the school, as well as an excellent pipe organ, and pupils are taught to understand the mechanism of the instruments. All the pianos used are repaired in the school, and the pupils have the benefit in this way of learning from their instructor much about the structure of the instrument and the execution of such repairs as a tuner is expected to undertake. Pupils graduating from the tuning department receive a complete outfit of tools and a certificate vouching for his qualifications. Many are filling remunerative positions throughout the province.

Manual-Training

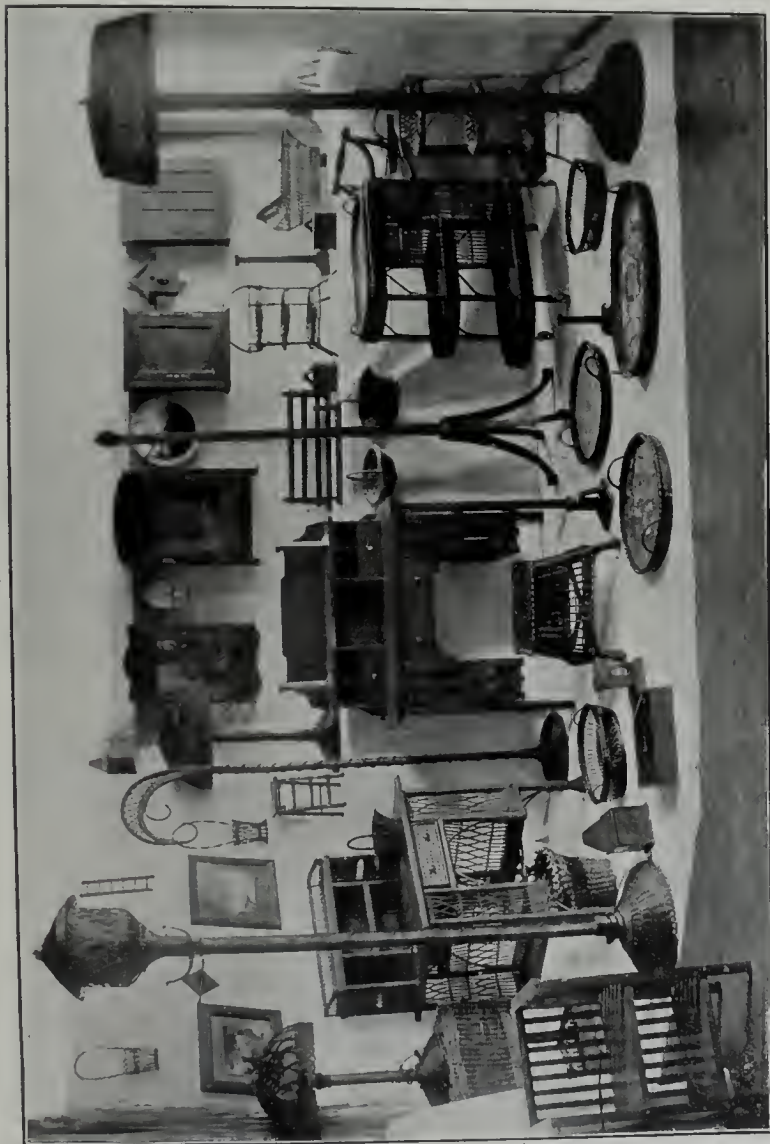
Under the supervision of an expert instructor the boys are given the same opportunity at manual training as is found in the Public and High Schools, and it is really remarkable how expert they become in the use of tools and in the construction of different articles of woodwork. Cane chair-seating, too, is soon learned, and many of the smaller boys take delight in exhibiting their skill in this respect in their own homes, where the work can be done with little inconvenience. Broom-making is also taught, and as brooms are a necessity in every household, lucrative employment has been found for those who select this form of handiwork. But even to those who do not, or are not likely to go permanently into a workshop, there comes such an insight into mechanical methods as may be useful to them in after life.

The Sewing Classes

Under the watchful supervision of a skilled and patient teacher, the girls, whether they choose to adopt music as their profession or not, must follow an outlined course of instruction in sewing. The faculty of passing spare moments delightfully, and of entertaining others with music, vocal or instrumental, is by no means to be depreciated. But the usefulness in the family circle will be complete if, in addition to a delightful accomplishment, the homlier ones of sewing, knitting, fancy-work, and cooking are available, and all these are obtainable by our pupils. Both hand and machine sewing are taught, and not only plain sewing, but every form of work for which the ingenuity of the inventor has supplied an "attachment" to the sewing machine.

Knitting and Fancy Work

The classes in knitting and fancy work afford a rather wider scope for earning money than does the former branch, however useful in a domestic sense the art of sewing may be. The girls buy their own wools, and under the guidance of their teacher, they make knitted articles of every description, which find a ready sale. Many execute orders for friends, who are glad to pay a fair price for the articles. At the great exhibitions on this continent and in Great Britain, both our sewing and knitting room specimens of work have been most favourably commented on.



Work of Blind Boys under the Guidance of a Totally Blind Instructor.

The Cooking Class

This class is not designed for turning out what are known as professed cooks. To that distinction the most ambitious of our pupils does not aspire. But no one will deny that, as effecting the health and comfort of the family, cookery takes a first place, and if the blind daughter can cook the dinner, set the table, and wash up the dishes while her sisters mind the store or teach in the school, and the mother performs her numerous matronly duties, the blind girl will be a treasure, and this is what we wish all our blind girls to be.

Our classes in cooking are provided with every facility for acquiring a thorough knowledge of domestic science in all its phases.

Physical Culture---Gymnasium

Given the most healthful surroundings, it is universally admitted that the blind youth needs something more. The robust exercises in which seeing youths indulge and which go so far to develop the muscle and give a tone to the whole system, are almost altogether beyond the reach of the blind. The tendency of blindness is to limit physical exercise and to acquire a generally inactive habit. This manifests itself by a desire to sit down and pass away in idleness moments that could be used with profit to the health and physical development. A well-equipped gymnasium helps to overcome this, and this advantage in our school has a most marked beneficial result. Well warmed and ventilated, the gymnasium can be used at all seasons, and is a splendid place for recreation, even when not needed for systematic instruction. The classes assemble at fixed periods as part of the regular curriculum, and are put through their several exercises according to the perfectly scientific method. In addition to this there are opportunities for recreation out of doors. Slides and swings are provided for both boys and girls, and a running track with wires, to which rings are attached by ropes, enable the pupils to run as fast as their legs will carry them without fear of stumbling or getting off the beaten track.

Club Rooms

The boys' club room is fitted up with tables and comfortable chairs, to which they repair at stated times for such games as dominoes, checkers, bagatelle, in all of which they take a great interest. The girls, too, have a sitting-room, in which they have a piano, and many happy moments are spent there after the classes for the day are over, and on holidays.

How the Day is Spent

A brief sketch of the daily life of the pupils will be interesting. The day begins with the ringing of the large bell at 6.30 a.m. That is the signal for every one to be stirring. Pupils must rise, and, after dressing, make their own beds, although some of the smaller boys and girls are unequal to the task, and in the case of others, a certain amount of "tidying" is necessary. Breakfast is at 7.30 after which all pupils must take a morning walk over a prescribed route. At 8.30 the bell summons to the Assembly Hall. The attendance of all is obligatory on this occasion. The National Anthem is sung to the accompaniment of the pipe organ, after which necessary announcements are made by the Principal, and the news of the day in brief is given. The pupils always take a keen delight in this resumé of the morning paper, for it keeps them in close touch with current events, and their information is quite up-to-date. A few records from the best artists are then placed on the victrola, or perhaps a selection is played on the player-

piano, and the day is thus started with the melody of sweet music. The Roman Catholics then retire to a separate room, where a service is conducted by officials of their own communion. For the others, the service conducted by the Principal consists of hymn singing, Bible reading and prayers. At 9 o'clock the literary, musical, sewing and knitting classes commence, continuing, with an intermission of fifteen minutes, until a quarter to twelve. Dinner is at 12, and classes are resumed at 1.30, continuing until 3.30 or 4 o'clock, when nearly all are at liberty. Supper is at 5.30. At 7 o'clock the very young pupils go to bed, the older ones going to the Assembly Hall for evening reading from the best standard literature available. Letters are then read to the pupils or written for them, and the intermediate pupils retire to the dormitory at 8.30. The older pupils, who in the summer time walk about the grounds, or in the winter play games in their club-room, retire for the night at 9.30. On Saturday the younger boys and girls are taken for walks or down town to make purchases, and the older pupils are permitted to go out alone, those who have a slight degree of sight accompanying the totally blind. On Sunday, after the opening prayers, the pupils attend Sunday School classes for an hour in the school, after which everybody goes to church, old and young, under the care of their teachers, the denominations chiefly represented being Anglican, Methodist, Presbyterian and Catholic.

So it will be seen that life in the school is a busy, active life, very different from what the imagination often pictures, and altogether the reverse of that which the blind child or youth is condemned to pass at home. It may safely be affirmed that, allowing for all the defects incidental to their various conditions, and often the lack of an early training it would be hard to find any body of young people in this Province more happy, lively, intelligent and self-respecting than the pupils of the Ontario School for the Blind.

Domestic Arrangements

The ground floor is devoted to class-rooms, business offices, reception room, etc. etc. On the floor above are teachers' sitting-rooms, and clubrooms, practice rooms and library. On the third floor is the large Assembly Hall, with its comfortable opera chairs, its fine pipe organ, and a commodious stage. On the same floor is also the hospital, elaborately equipped, in charge of a well-qualified trained nurse, whose duty it is to take care of those who are sick. In the rear annex are the dining-rooms, domestics' quarters, kitchen, storerooms and bakery, while beyond these again are the engine-rooms and laundry. The boys' and girls' dormitories are on opposite sides of the main building. In these are to be found the very latest appliances. There are twenty-two rooms in each building for the pupils, each provided with three beds, three clothes closets, and one bureau with three large and three small drawers. The doors are numbered in brass tack point print. Besides the two stories on which the sleeping rooms are located, there are a basement and an attic, with rooms for storage, and every precaution has been used to make the buildings fireproof. In the basement are two large rooms fitted up with shower baths and tub baths, while on the bedroom floors there are several wash-rooms and lavatories which would be a credit to the finest hotel on the continent.

The manual training room is a large separate building, as is also the building where piano-tuning is taught. At a short distance from the main building are the houses of the Superintendent and Bursar. The engineer occupies the lodge house at one of the entrances to the grounds. With two or three exceptions the

officers reside on the premises. The general management devolves upon the Superintendent, while the Bursar attends to all financial matters and the purchasing of supplies. The Matron has entire charge of the domestic departments. In addition to the trained nurse there are also two thoroughly competent nurses, one for the boys and one for the girls, whose duties are to look after the clothing and to report to the head nurse, if necessary, any cases of illness which should go to the hospital.

The dietary is a very generous one, quite equal to that of any high-class boarding school, if not superior to most. The pupils have a hot dinner daily, with dessert and as great a variety as can be desired. At the same time the pampering of the appetite is discouraged, and pupils so indulged, as is often the case at home, soon learn to enjoy the plain but plentiful and wholesome provision made for them. Watchfulness over the pupils' health and prompt treatment in case of sickness are further secured by a daily visit from the school physician, and once a year at least a well-qualified eye specialist makes an examination of all the pupils' eyes. In addition to this, a thoroughly competent dentist takes care of the teeth of every pupil attending the school.

Correspondence

Pupils may correspond with their friends as often as they please, and once a month it is obligatory on them to do so. On that occasion the postage is provided by the school. All letters received for pupils are supposed to be opened by the Superintendent and handed by him to the respective officers on duty to be read to the receivers. The strictest confidence is observed in regard to the contents of such letters. Money remitted for pupils is placed in the hands of the Bursar, and it can be drawn out when required. This method avoids the risk of money being dropped or lost, with the disagreeable results such accidents are likely to entail.

Vacation

The regular annual session commences on the fourth Wednesday in September, and continues until the third Wednesday in June. Previous to the summer vacation all parents or guardians are notified of the place and hour at which the pupils may be expected to arrive. A similar notice is sent when the pupils re-assemble. A guide usually accompanies every party of pupils to their destination. The railway companies grant special rates for the round trip on very liberal terms. It is cause for profound satisfaction that since the school's existence no accident attended with bodily injury has ever befallen a travelling pupil. The care taken by the guides and the very kind and thoughtful attention of the railway officials, who take a friendly interest at all times in the blind traveller, have conducted doubtless to their immunity from harm and danger.

Visitors

Visitors desirous of inspecting the work and methods of the school are welcomed at any time during school hours, and conducted through the building by an attendant. Saturdays and Sundays, however, are closed days. Pupils' friends and relatives are entitled to visit them whenever they please, but the school cannot undertake to provide accommodation for parents whose homes are at a distance.

Inspection and Control

The school is under the direct supervision of the Minister of Education. To him, as the representative of the Government, all the officials are strictly responsible. It is the wish of all connected with the school that everything should be



Domestic Science Room.

done to enhance the comfort and happiness or aid the progress of the pupils, and thus strengthen the school in the confidence of the public. All applications for admission, or information, should be addressed The Superintendent, Ontario School for the Blind, Brantford.

Date of School Opening

The term will re-open Wednesday, September 27th, of this year (1922), and the attention of the parents is drawn to the fact that pupils should not be permitted to return to the school without an adequate supply of clothing. It is not to be expected that sturdy boys and girls can go through the school year from September till June with only one suit of clothes and one pair of boots.

The following list is intended to draw attention to the articles of clothing needed, and it is also urged that each article be *plainly marked* so that there will be no danger of loss in the laundry:

Girls' List

All articles to be marked with name, and all to be in good condition.

- | | |
|-------------------------------------|------------------------------|
| 4 Middies. | 2 Pairs of shoes. |
| 2 Skirts, dark and of good quality. | 1 Cap. |
| 1 Sunday dress. | 1 Pair of gloves for winter. |
| 3 Undervests. | Comb and Brush. |
| 3 Pairs of drawers. | Tooth Brush. |
| 2 Dark petticoats. | Kimona |
| 1 Light petticoat. | 6 Handkerchiefs. |
| 3 Night dresses. | Slippers. |
| 3 Pairs of stockings. | Extra shoe laces. |
| 1 Pair rubbers. | |

Boys' List

All articles to be marked with name, and all to be in good condition.

- | | |
|--|--------------------|
| 1 Suit for Sunday. | 2 Sweater coats. |
| 2 Extra pairs of pants. | Suspenders. |
| 1 Overcoat. | 1 Pair of mittens. |
| 2 Light blouses (to be made with collar and waist band). | Neckties. |
| 2 Dark blouses. | 6 Handkerchiefs. |
| 3 Suits of underwear. | 1 Comb and Brush. |
| 6 Pairs of stockings or socks. | 1 Tooth Brush. |
| 2 Pairs of boots. | 2 Caps. |
| 1 Pair of rubbers. | 2 Wash cloths. |
| 2 Night shirts. | Extra shoe laces. |

PHYSICIAN'S REPORT

Hon. R. H. GRANT, M.P.P.,

Minister of Education for Ontario.

Sir:

I beg to submit my report as physician at the School for the Blind for the year ending October 31st, 1921.

The session was an unusually fortunate one from the standpoint of epidemics or serious illnesses. The one exception was the loss by death of Miss K. Burke.

During the year she was forced by ill-health to leave the school. She died later with a member of her own family. She was an officer of some years' standing and was held in very high esteem by officers and pupils alike.

One pupil was operated on successfully for appendicitis during the year.

In September the pupils came back in good general condition. A few days later, however, two cases of Diphtheria developed.

These were successfully treated at the Brantford General Hospital.

Notwithstanding the comparative freedom from serious illnesses, there is naturally a continuous chain of minor ailments among the pupils that require daily attention.

I want to express my endorsement of the faithful and efficient work done by Miss Wright as head of our Hospital ward.

Respectfully submitted,
J. A. Marquis.

Brantford November 15, 1921.

REPORT OF MUSICAL INSTRUCTION

To The Honourable R.H. Grant,
Minister of Education.

Sir:

I have the honour of presenting my report on the Musical Department of the Ontario School for the Blind.

The examinations to which this report refers were conducted on Wednesday and Thursday, June 8th, and 9th.

The subjects included were, Piano, Solo-singing and Voice culture, Class singing, Theory of Music, Violin, and Piano and Harmonium Tuning.

The Piano Class, although smaller than in previous years, still maintains the high standard of the past three years. Six pupils gained honours and seven passed; one candidate who took the teachers' examination of Professional Standard passed a good examination in practical pedagogy.

Much credit is due to Miss Killmaster and her assistants, Miss Smyth and Miss Howell for these excellent results.

In solo-singing the pupils as a whole gave a very intelligent reading of their selected pieces and studies, and their tone quality was unusually good.

Several Juniors passed well; one intermediate gained Honours, and one pupil who reached the licentiate standard sang with much refinement and artistic feeling.

The Choral class, conducted by Miss Killmaster, who is assisted by Miss Howell is a district credit to the school.

The performance of several part-songs was marked by Beauty of Tone, clarity of Diction, and expression that was not exaggerated in any way. The rendering of Sir Henry Bishop's glee, "Now tramp o'er Moss & Fell," Solo and Chorus, was very delightful.

The Violin class, under Miss Jones' direction is promising well, but at present is only in the elementary stage—with one exception.

This Senior Violin Student performed several pieces, displaying good tone and attack, excellent bowing and intelligent phrasing.

In the Theory of Music, six pupils passed in Rudiments, three obtaining high honours.

I venture to hope that in the coming session, Harmony, History and Musical Form will be taught to all students in the higher grades of Piano, Violin, Organ playing and Singing. These subjects are absolutely essential to all who wish to excel and to specialize in Instrumental or Vocal Art.

Piano and Harmonium Tuning and Regulating—The teacher of this important class is Mr. Ansell, who is an expert tuner. A class of some twelve pupils are doing excellent work under his guidance.

The pianos in the school are now in good condition and this is due to the fact that Mr. Ansell and his class of youths are responsible for the tuning and repairing of all the instruments.

It is interesting to note that, during the past few years, a number of pupils from the Tuning class have obtained good employment in Toronto and other important cities. One student is holding a post of some responsibility in China.

I have much pleasure in offering my testimony as to the capabilities and general work of Mr. Ansell in his capacity as Tuning Master to the O. S. B.

I noted with much satisfaction that the Braille system of point print is now being used practically throughout the School. This is an important step in the right direction. I was again much impressed by the attitude of the children during prayer, and by their excellent Hymn-singing at morning service, conducted by the Principal, Mr. W. B. Race.

In conclusion I would offer my congratulations to the Principal and to his assistants of the Music Faculty on the progress that has been made in Music generally during the past year.

I have the honour to be, Sir,

Yours obediently,

ALBERT HAM.

Mus. Doc. F. R. C. O.

Toronto June 9, 1921.

OCULIST'S REPORT

To The Hon. R. H. Grant,
Minister of Education.

Sir:

I have the honour to report the results of the Examination of the Pupils' eyes for the year 1921.

A larger number of new pupils than usual were examined for the first time this year.

Condition of Sight

	Males.	Females.	Total.
1. Without perception of light in either eye.	1	1	2
2. Perception of light in one eye, none in the other	4	6	10
3. Perception of light in both eyes	4	2	6
4. Limited objective vision in one eye	2	1	3
5. " " " " both eyes	11	3	14
	22	13	35

Particular attention was given to the degree of sight possessed by each pupil entering, as well as a careful revision of some of the pupils of former years because it is generally felt that the special method of education given at this school ought not to be applied to those who might even with some difficulty and special attention obtain their education at a public school or at a so-called sight-saving school. A few were found who in my opinion might in their own interest better retire.

Diseases Causing Blindness

	Males.	Females.	Total.
Optic Atrophy	5	1	6
Ophthalmia Neonatorum	2	4	6
Injury to one eye followed by Sympathetic Ophthalmia in the other	4	—	4
Cataract	2	1	3
Retinitis Pigmentosa	1	2	3
Poorly developed nerve.	1	1	2
Microphthalmus	1	1	2
Myopia	1	—	1
Hyperopia	1	—	1
Injury to both eyes	1	—	1
Interstitial Keratitis	1	—	1
Keratitis and Iridocyclitis	—	1	1
Buphthalmus	1	—	1
Persistent Hyaloid Membrane	1	—	1
Measles	—	1	1
Scarlet Fever	—	1	1
	22	13	35

Again I have to call attention to the large number rendered blind by injury to one eye followed by Sympathetic Ophthalmia in the other eye, and the sight of all these eyes is very bad, as it is also in the unusually large number entering this year blind from Ophthalmia Neonatorum. It is possible I am in error in diagnosis of some of these last because ignorance or wilful suppression of the history of such cases makes it necessary to fall back on clinical appearance only.

It became necessary to remove one eye during the term, but beyond that the eyes and ears of the pupils gave very little trouble from acute conditions. It might be worthy of note that one pupil had a cataract removed by Col. Smith, of India. This had been thought inoperable but Dr. Smith made a successful extraction. The results however cannot be estimated as yet.

Respectfully Submitted,
B. C. BELL.

Brantford, Ont., Nov. 19th, 1921.

LITERARY EXAMINER'S REPORT

To the Hon. R. H. Grant, M.P.P.,
Minister of Education for Ontario.

Sir:

Herewith I submit my report as Literary Examiner at the Ontario School for the Blind, for 1921.

Organization and Management

The same organization prevails as prevailed last year. Mr. Cole and Miss Summerby conduct the High School Classes and the Public School Classes are in charge of Mr. Cole, Mr. Langan and Misses Lowry, Moffitt, MacGuire and Patterson.

The curriculum is essentially the same as that laid down by the Department for Provincial schools. The school is classified on a six grade basis rather than an eight, and the course of study modified accordingly.

High School Classes

The same subjects are being taught as reported last year, and the curriculum is essentially the same. The arrival of books in Braille and of some instruments is making the work more satisfactory. I was particularly pleased with the work in all the classes and especially so in Literature, Physics and Geometry.

Public School Classes

The same arrangement of classes and curricula exists as last year. Mr. Cole and Miss Summerby take Entrance work with the Fourth Book Class. The class was well advanced and some will undoubtedly be advanced into the High School this year.

Mr. Langan is in charge of Third Book class, which has made considerable progress. Mr. Langan is an active teacher and has vindicated my prediction of last year that his usefulness would increase with his experience.

Miss Moffitt is in charge of a class embracing Senior Second and Junior Third work. The same high class of work prevails in this class this year as was mentioned last year.

Miss McGuire is in charge of a First and Second Book class, which also covers some History, Hygiene and Nature work. Miss McGuire is doing very efficient work and readily secures the interest of her pupils.

Miss Lowry has charge of a Primary class and a few First Book pupils. Miss Lowry is doing excellent work and secures splendid results from her pupils. The pupils in this class begin to write Braille.

Miss Patterson is temporarily in charge of the Kindergarten-Primary class. Kindergarten boards and pegs are used for instruction in Braille. Number facts to nine are learned and simple addition and subtraction. The usual Kindergarten work such as weaving, sewing, folding, clay modelling and raphia work is conducted. This class being the Junior one of the school, and containing pupils that have entered at various times during the year, is necessarily less uniformly graded than the other classes, and the work is of a more individual character.

Manual Training Work

Mr. Donkin has, as usual, a fine display of Manual Training work, such as book racks, lamps, trays, hall trees, cabinets, desks, flower stands, etc. Considerable attention is being given to cane work, which appears to me as being well suited for blind pupils. The usual broom making is still carried on.

Miss Haycock exhibited many fine specimens of the work of the girls in Knitting, and Crocheting. Interest in this work is shown by the fact that one pupil, during the war, made over 600 pairs of socks.

Miss Cooper has a practical course in Sewing, and Cooking, which is much appreciated by the girls, although carried on in poorly furnished quarters, which are much too small. I am pleased to learn from Principal Race, that a well-equipped Household Science room is to be provided during the coming year.

Miss Burden has a very efficient class in Typewriting. The pupils acquire great speed and accuracy. Work was done from the Dictaphone.

General Remarks

(1) The organization, classification and equipment is better than formerly.

(2) Owing to Miss Summerby being absent through illness, I was unable to see her teaching, but judge from the work of the pupils that it is very efficient.

(3) Mr. Race deserves great credit for having secured a staff of such efficiency and one that works so harmoniously.

I have the honour to be, Sir,

Your obedient servant,

E. E. C. KILMER.

Brantford, June 11, 1921.

How shall Parents Manage Their Blind Children in their Early Years at Home and how Bring them up?

If you have a blind child, consider that God has given it to you to be tended with unusual love and care. If you give it proper care and it lives to grow up, it will be a capable and happy human being, who will fill its place in life and will bring comfort to you. But if, on the contrary, you neglect or spoil your child, it will then be a poor bit of humanity, a burden both to you and to itself. Hence attend to the following rules:

1. Treat the blind child exactly as if it were a seeing child; and try as early as possible to make it put its body and mind into action. As soon as it begins to use its hands give it toys to play with. Talk to it, sing to it, and give it toys that make a noise, to attract its attention and arouse its mind.

2. Teach the child to walk at the age when seeing children learn.

3. Do not allow the child to sit long in one place alone and unoccupied; but encourage it to go about the room, in the house, in the yard, and when older, even about the town. Teach it to know by touch all objects around it.

4. As soon as possible teach the child to dress and undress, to wash itself, to comb its hair, to take care of its clothes, and, when at table, to use properly spoon, fork and knife. A blind child can do all these things as well as a seeing child; but you must give it much practice in doing them; because it cannot learn by observation.

5. Watch carefully the child's personal appearance. It cannot see how others act, and so readily acquires habits which are disagreeable to its companions. Some of the most common mannerisms of blind children are rocking the body, twist-

ing the head about, sticking the fingers into the eyes, distorting the face, swinging the arms, stooping and hanging the head in walking and bending over in sitting. As soon as you observe such practices in your child, you should make a vigorous attempt to break them up; for, if they once become habitual, years of schooling may be unable to overcome them.

6. Permit the blind child to play as much as possible with seeing children, and to romp often with them out of doors. Frequently take the child walking, and direct it in some simple physical exercise. If it is obliged to sit still, you should at least give it balls, pebbles, blocks, a doll, a harmonica, or such other toys as appeal to touch and to hearing.

7. If you would inform your child of the world about it, you must let it touch all the objects that you can get at, and must teach it to appreciate space and distance by actual measurements. To cultivate its sense of touch, let it handle familiar objects, like different woods, plants and coins.

8. Allow the child to take part as early as possible in household duties. Allow it to string buttons or shells; to shell and pick over beans, peas and nuts; to clean furniture and kitchen utensils; to wash dishes; to grind the coffee; to peel potatoes; to gather the fruit in the garden; to feed the hens, doves, dog, cat and other domestic animals. You can also occupy the child pretty well in easy handiwork, such as winding yarn, braiding the hair and in course knitting.

9. Speak with your child much and often, for, since it cannot read the loving care which is written on your face, it has special need to hear your voice. Ask the child frequently what it hears or feels, and induce it to ask many questions as to what is going on around it.

10. Take care what you say before your child: for the blind child is more attentive to all that it hears than the seeing child is, and for this reason retains it better.

11. When in the presence of your child, never indulge in expressions of pity for its blindness, and suffer no one else to do so. Such expressions can only discourage and depress the child. Rather seek to encourage it and keep it engaged in happy activity, in order that it may strive cheerfully and courageously to be independent later in life, and to do without external consolation and assistance.

12. Give the child occasion to exercise its memory. A good memory will later be found invaluable. Have it commit to memory such proverbs, short poems, and stories as it enjoys.

13. The blind child's moral and religious nature can be developed just as early as the seeing child's.

Meeting of the Alumni Association

The Alumni of the Ontario School for the Blind held their second conference on June 20th, 21st, and 22nd, and all declared that it was, if possible, an even greater success than the reunion two years ago.

The Boy Scouts of the Salvation army met every incoming train and escorted the arriving guests to the waiting motors of members of the Brantford Kiwanis Club, who in turn brought them up to the school. Each new arrival registered his name and paid a fee of one dollar upon entering the building, and was then greeted by old friends. Many were the happy groups wandering here and there

about the grounds and buildings, or sitting under the trees and enjoying the renewing of old ties. As Mr. Raymond, later on, quoted from Abe Lincoln, "Our friendships are more than half of our existence," and few friendships are so enduring as those formed in school.

Some of the members present had been pupils in the school in 1872, notably Mr. Askelon Leppard, and his brother Mr. Sanford Leppard, of Toronto, the latter of whom kept up a steady stream of pleasantry during the whole of the proceedings. Mr. F. W. Johnston, who was elected President of the first convention, carries on an extensive Mail Order business in Toronto, and is deeply interested in the Canadian National Institute for the Blind.

Among the well-known musicians present were Mr. Charles Duff, of Niagara Falls, a gifted organist and pianist with a special "flair" for accompaniments. Mr. Herbert Treneer, who is a student at Knox College, plays the organ acceptably there and in Oshawa. Mr. Albert Kaiser, who has a big sonorous voice, and led in much of the singing, is a tuner in the Bell Piano Factory at Guelph, and Miss Gladys Thompson, of Toronto, who has a sweet soprano voice, did much to make the gathering an enjoyable one.

The first formal meeting was held on the evening of the 20th, with about one hundred members present. The Rev. Mr. Easton, of St. Andrew's Presbyterian Church, gave the invocation and Superintendent W. B. Race delivered an address of welcome to which the President, F. W. Johnston replied.

Mr. Johnston struck the keynote of optimism in his statement that blindness should not be considered an affliction, but only a handicap, and the whole tone of the conference was in harmony with that idea.

He hoped that all had come to the reunion first, of course, for pleasure, but also to advance the welfare of the blind. He spoke of Mr. Stewart, of Montreal, who had lost his sight through an accident when sixteen years of age, and yet who was not discouraged, but had gone on through school, through McGill University, had taken up a law course, studied French law for a year, and was now one of the shining lights of the bar in Montreal. Mr. Fraser, a friend of his family, was responsible for this success, because of the encouragement he had given.

A great deal could be done by the blind themselves to help along the work of the Canadian Institute for the Blind. In this wonderful organization there were nine distinct activities carried on by the adults as follows: (1) The work of the Head Office itself. (2) The Library, containing 9,000 volumes, with a membership of 725. (3) The Broom-Shop. (4) The Men's Industrial Department for Vocational Training. (5) The Women's Industrial Department. (6) Clarke-Wood, the Women's Residence. (7) Pearson Hall, where blinded soldiers were instructed. (8) The Sales Department, through which the blind could find a market for the work they were doing at home. (9) A Normal Department, where teachers are trained to carry on home teaching.

Lastly Mr. Johnston dwelt on the subject of getting about alone, referring to a member of the State Legislature in Oregon, now campaigning for membership in the state senate, and he had never used a stick.

The evening closed with an impromptu concert. Mr. Albert Kaiser took the piano and soon all were singing, "When you and I were young Maggie," and other old songs. Mr. Kaiser sang alone, Mr. Duff gave an organ solo, Miss

Squair recited a humorous selection on Committee work, Mrs. Ratcliffe gave a recitation, Mr. Trencer gave a fine vocal solo, followed by several selections by others as they were called upon by the audience, all who could responding readily, and being given an enthusiastic reception.

Next morning at nine o'clock the session opened with an address by W. G. Raymond, at that time Postmaster of Brantford, but now member of Parliament for South Brant, and one of the most distinguished of the ex-students of the School. Mr. Raymond spoke of the favourable circumstances surrounding the present meeting, the longest day in the year, in the most beautiful month of the year, in the garden county of the banner province of the wonderful Dominion of Canada. Then with a smile he told of how every county in England claims to be the "Garden County," of meeting at last an Englishman who had mentioned coming from Surrey, without claiming that it was the garden county. But within a few minutes someone had asked what was the garden county of England, and he had answered promptly, "Why, Surrey, of course."

Mr. Raymond then spoke feelingly of the death since the last Alumni meeting of Mr. Roger Roberts, whose generous, fine, and noble nature had won him many warm friends. Here it was he quoted Abe Lincoln's words, and expanded the theme of the large part paid by friendship in our lives.

Next he brought forward the suggestion that the year, 1922, be made the occasion of the Jubilee celebration of the founding of the Ontario School for the Blind, fifty years before. He then proceeded to outline the progress made since that time, and ended with some words of appreciation of the work of the present principal and staff.

The next speaker was Mr. Joseph Burns, of Minden, whose plain tale of his life was full of human interest. It was a story of misfortunes staunchly met and hardships bravely overcome. Though totally blind he is a successful farmer and the father of a family of eight girls and five boys.

He left the Ontario School for the Blind in 1895, and for some time made baskets at home and did other odd jobs. The winter of 1896-7 had been a time of depression, and in order to make a little money he and two others had undertaken a contract for getting out lumber. The next day the other two had thrown up the job, but he had stuck to it and carried it through.

No one who heard the story will ever quite forget his account of the day he sat on a biscuit box in front of the grocery store that had refused him credit, and had put his head down in his hands and wondered what would become of him. He was married at the time and trying to pay for a farm until sickness and misfortune had reduced him to dire straits. The merchant seeing his despair pressed a two dollar bill upon him which he uncomprehendingly accepted.

A few moments reflection, however, brought him to a sense of the real meaning of the act and returning into the store he handed the money back, refusing gratefully what seemed too much like charity. Next day the grocer told him he could have all the credit he needed, so impressed was he by the incident, and so convinced that such a spirit should be encouraged. From then on matters had bettered themselves, until now he was quite on his feet.

Mr. Swenerton, Manager of the sales Department of the C.N.I.B., in Toronto, lost his sight in the war, and is the "cheer up man" of Sir Arthur Pearson's book, "Victory over Blindness," that is to say, he was given the task of going from hospital to hospital to bring comfort and courage to the newly blinded soldiers there. He gave an interesting address on his present work.

Mr. Albert Lott, of Brussels, is one of the Alumni who is taking a University course. He expects to receive his degree from Queen's University and then to enter the Methodist Ministry. He gave a modest and straightforward account of his struggles and defeats and triumphs, claiming that as he had no extraordinary ability anyone could do as well as he had done.

The afternoon session opened with an address by Mr. S. C. Swift, M.A., Librarian for the blind in Toronto. He took as his subject "The Limitations and Possibilities of Blindness," and treated it in an unusually interesting manner. "If thou canst believe, all things are possible" he quoted, and took this stimulating thought for his text. Physical blindness does not imply any deficiency in ability or in the qualities of true manhood. Cicero said he had a blind teacher of geometry who could draw a line as straight as he could himself. Homer was blind, if we could believe tradition. In all ages blind people had entered into remarkable walks of life.

In 1891 for instance, a noted blind sculptor did several famous bronze pieces in France. The present chaplain of the United States was blind. A former pupil of the school, Arthur Barnard, now in Edmonton, had his M.A., and B.D., degrees, and occupied a chair in Church History. Dr. Babcock, of Chicago, the author of a valuable work on diseases of the heart, a book now used in Canadian Universities, was blind. Another younger medical man was on the Chicago Public School medical staff. There were many successful salesmen among the blind.

Mr. Swift went on to prove that almost every line of activity is open to blind people. But with all this success, intellectual force figured itself forth in physical form, and there must be some limitation, if not in quality then in quantity of work done. The real leap that a blind man might take depended most of all on attention. If a man's attention were clean and healthy and well-directed, he would attain success, he would avoid becoming a dreamer. The speaker advocated advanced education for every person, even if he had to come back to manual labour afterwards. The limitations of blindness were social, intellectual, and economic, and he was of the opinion that every person who had been blind twenty years was somewhat abnormal, which came from the fact that all sighted people live in a totally opposite way to the blind. No matter how it appeared otherwise, he said, the blind were not received into the hearts, confidences and homes of other people. People also found it hard to believe that the blind could do things as well as normal people; if anything were placed on the market as well-made as if done by a sighted person, it raised the whole status of the blind of the community, and on the other hand one blind beggar on the street did more harm to the struggle for emancipation than a dozen successful men could overcome. One last thought was to remember that every blind person was a missionary who had to "save" the Macedonian public from their error in regard to the blind.

Miss Nesbitt, of Walkerton, gave a very refreshing little talk on her experiences as a child and later. She is richly gifted with the saving grace of humour, which has helped her over many hard spots in life. That and a resolution she made in early years never to refuse to do anything that was asked of her, have made her life rich, full and happy, in spite of her hardship. On leaving school she had gone to her home in the country, where she had tried to work up a music class. It was slow, hard work, but after trying her prentice hand on her younger brother, she was convinced she could do it. She coaxed from

her father permission to use the old white horse, which her younger brother drove for her, and in due time she worked up a good-sized class. She told with much humour the story of the day the old white horse had buried himself in a snow-drift, and of how they had to extricate him. But this did not daunt her. Neither did the request that she take charge of a large Sunday school infant class, or later a class of young girls, all of whom had become her personal friends. She acknowledged having had many secret misgivings at times, but she did not allow them right-of-way, and in every case her courage has been amply justified.

Miss Ethel Stevens, of Poterboro,' was unable to come, and her paper was read for her. Her subject was "Home Teaching," and was treated in a very practical and concrete way. She said she watched the papers to find possible employment for any of her pupils, and sometimes did find it in the most unlikely forms, such as canoe caning, for example. Her work was as varied as the individuals she visited. One lad she had trained to go about on the streets alone; one man over seventy years of age she had taught to read, and for others she wrote letters or did other necessary services.

President Johnston here remarked that he hoped the time would come when there would not be a single blind person in Canada who would not be reached by the home teachers who were now being trained in the Canadian National Institute for the Blind.

Mr. J. B. Leaney, of Port Dover, struggles under the double handicap of total blindness and a growing deafness that necessitates the use of an electrical device for magnifying sound. But in spite of these, he has with almost incredible patience and fortitude won his way to a competence, and better still, to the genuine respect and affection of all who know him. In May, 1887, two years after leaving the Ontario School for the Blind, he had opened a small candy business, with a capital of \$13.95 in cash, a show case and a pair of scales. Since then it had been a story of steady increase in business and growing prosperity. He had used hand power at first for making the ice-cream, then had utilized his delivery horse for the same purpose, and had finally installed a gas engine, and has spent much time and patience in learning all about the latter, until he could manage it entirely himself and make any necessary repairs unaided. He has now a good confectionery store and bakery in Port Dover, and, by the way, was so kind and generous as to have sent over several gallons of his best ice cream as a treat to all the guests at the Convention just before their departure for home.

A paper on Osteopathy written by Dr. Parke, of Midland, was read in his absence and much appreciated by the doctor's former school companions. Dr. Parke is not the only graduate from the school who has made a successful practice in the field of Osteopathy.

The Committee on Resolutions brought in the following resolutions which were moved by Sanford Leppard, seconded by S. C. Swift, and approved:

THAT WE, the members of the Alumni Association of the Ontario School for the Blind, in Convention assembled under the hospitable roof of the old School, desire to place on record our appreciation of the fact that the School has now entered upon its Year of Jubilee, having been first opened for instruction on 1st of May, 1872.

AND THAT, whereas, since that date, marvellous progress has been made in all directions by the Dominion and particularly by the Province of Ontario in educational matters, we wish to express our appreciation of the progress that has been made in the important matter of the education of the blind. We observe great improve-

ments in all departments; in the grounds and in the various buildings in everything that tends to the care, comfort and health of the pupils. Great strides have been made in the equipment for musical and technical instruction of the different kinds undertaken at the School.

AND THAT, there has been marked improvement not only in the educational, musical and technical instruction, but that the domestic training and social status of the pupils have recently reached an advanced stage that was undreamt of in the earlier years of the Institution, and this, we believe, is a very important part of the education of the pupils who are to take their place in the sighted world as useful men and women. There is a congenial atmosphere of happiness, cheerfulness, content and loyal obedience to constituted authority, such as exists in few schools, and in nowhere more than in the O.S.B.

AND THAT, we desire to place on record our appreciation of the work of the members of the excellent teaching staff whose untiring efforts have contributed so much to the real and practical success of the School.

AND THAT, we consider it was a fortunate day for the pupils of the School and for the blind of the Province when the present Superintendent was selected to guide the destinies of the School and with them the fortunes of its scholars. He has shown himself the possessor of those rare qualities of heart and brain that are requisite: judgment, firmness, sympathy, keen interest in the work in which he is engaged and whole-souled devotion to the ultimate success of the pupils. And that the happy results which we have been so much pleased to observe have been mainly brought about through the efforts of Superintendent W. B. Race, B.A., and Mrs. Race, M.A., to both of whom we express our warmest appreciation and heartfelt gratitude, and hope that a kind Providence may long grant to them both, health, strength and happiness.

RESOLUTION No. 2:

Whereas, for many years philanthropic individuals and organizations interested in the welfare of the blind have, in many parts of the civilized world, devoted much time, thought and money to the improvement of the conditions under which the adult blind have been obliged to live and work; and,

Whereas, though the education of the young blind of Canada was first undertaken as early as the year 1861, by Father Rousselot in his institution since known as the Nazareth School for the Blind at Montreal, and has since been extended and developed to a large and commendable extent by the establishment of important schools for the blind in other parts of the Dominion—the cause of the adult blind has, until recently, received little but sporadic and individual attention; and,

Whereas in the late world War with the great toll of blinded soldiers it took, among whom were many Canadians, the consideration of the questions of the care and training of these gallant men was made of capital importance by governments and peoples throughout the civilized world, resulting in the organization of such splendid educational institutions as the famous St. Dunstan's Hostel for Blinded Soldiers and Sailors in London, England; and,

Whereas the attention thus given to the needs of these blinded soldiers has extended to the condition of the adult civilian blind; and,

Whereas, to endeavor to satisfy and systematize the needs of, and activities for our Canadian soldier and civilian blind, the Canadian National Institute for the Blind was organized and chartered in 1918, under the laws of the Dominion of Canada; and,

Whereas, the said Institute has already justified itself by its fruits and has brought hope and happiness to great numbers of the blind of Canada of both sexes and both classes herein mentioned; and,

Whereas, the major activities of the said Institute have been confined to the Province of Ontario, and have, therefore, reached and benefited more of the blind of that Province than of any other, among which beneficiaries are found many of the former pupils and graduates of the Ontario School for the Blind; and,

Whereas the Alumni, past and future, will be directly interested and concerned in the continued success and development of the said Canadian National Institute for the Blind; he it therefore,

Resolved, that the Alumni Association of the Ontario School for the Blind, in reunion assembled do officially and earnestly endorse the work and the policy of the said Institute on behalf of the adult blind of the Province of Ontario; and do further thank the Government of the Province of Ontario, for its far-sighted and generous financial assistance extended to the said Institute and for the steady confidence and support given to the work it has thus far so successfully carried on; and further he it

Resolved that copies of these resolutions be forwarded to the Premier of Ontario, the Minister of Education and the Provincial Treasurer.

The following officers were elected in open meeting:

President,	Sanford Leppard;
1st Vice-President,	Elizabeth Nesbitt;
2nd Vice President,	Herbert Treneer;
Secretary-Treasurer,	W. B. Donkin;

Before leaving for their homes the members of the Association expressed their warm appreciation of all who had contributed to their comfort and pleasure during their visit to the officers of the school, to the members of the Kiwanis Club, and to the Boy Scouts of the Salvation Army.

Among the maids and helpers, boxes of chocolates were distributed lavishly and everybody voted the gathering to be a huge success in every sense of the term.

Ontario School for the Blind

I. Attendance each official year since the opening of the School

	Male	Female	Total
Attendance for portion of year ending 30th September, 1872..	20	14	34
“ for year ending 30th September, 1873.....	44	24	68
“ “ “ 1874.....	66	46	112
“ “ “ 1875.....	89	50	139
“ “ “ 1876.....	84	64	148
“ “ “ 1877.....	76	72	148
“ “ “ 1878.....	91	84	175
“ “ “ 1879.....	100	100	200
“ “ “ 1880.....	105	93	198
“ “ “ 1881.....	103	98	201
“ “ “ 1882.....	94	73	167
“ “ “ 1883.....	88	72	160
“ “ “ 1884.....	71	69	140
“ “ “ 1885.....	86	74	160
“ “ “ 1886.....	93	71	164
“ “ “ 1887.....	93	62	155
“ “ “ 1888.....	94	62	156
“ “ “ 1889.....	99	68	167
“ “ “ 1890.....	85	69	164
“ “ “ 1891.....	91	67	158
“ “ “ 1892.....	95	70	165
“ “ “ 1893.....	90	64	154
“ “ “ 1894.....	84	66	150
“ “ “ 1895.....	82	68	150
“ “ “ 1896.....	72	69	141
“ “ “ 1897.....	76	73	149
“ “ “ 1898.....	74	73	147
“ “ “ 1899.....	77	71	148
“ “ “ 1900.....	77	67	144
“ “ “ 1901.....	72	66	138
“ “ “ 1902.....	68	70	138
“ “ “ 1903.....	67	64	131
“ “ “ 1904.....	68	66	134
“ “ “ 1905.....	67	74	141
“ “ “ 1906.....	71	76	147
“ “ “ 1907.....	72	72	144
“ “ “ 1908.....	71	68	139
“ “ “ 1909.....	72	70	142
“ “ “ 31st October, 1910.....	77	67	144
“ “ “ “ 1911.....	76	61	137
“ “ “ “ 1912.....	69	55	124
“ “ “ “ 1913.....	62	62	124
“ “ “ “ 1914.....	65	59	124
“ “ “ “ 1915.....	70	62	132
“ “ “ “ 1916.....	82	61	143
“ “ “ “ 1917.....	74	53	127
“ “ “ “ 1918.....	75	51	126
“ “ “ “ 1919.....	77	51	128
“ “ “ “ 1920.....	81	55	136
“ “ “ “ 1921.....	87	59	146

II.—Age of Pupils for the year ending 31st October, 1921

Deaths for the year ending 31st October, 1921											
		No.			No.			No.			No.
Five	years.	0	Eleven	years.	16	Seventeen	years.	12	Twenty-three	years.	2
Six	"	1	Twelve	"	0	Eighteen	"	13	Twenty-four	"	1
Seven	"	8	Thirteen	"	16	Nineteen	"	3	Twenty-five	"	2
Eight	"	6	Fourteen	"	13	Twenty	"	4	Over twenty-five	"	0
Nine	"	8	Fifteen	"	19	Twenty-one	"	5			
Ten	"	8	Sixteen	"	7	Twenty-two	"	2	Total.....		146

III.—Nationality

	No.		No.
American.....	1	Indian.....	3
Austrian.....	3	Irish.....	9
Canadian.....	59	Italian.....	2
English.....	42	Norwegian.....	1
Finlander.....	1	Polish.....	4
French.....	4	Russian.....	3
German.....	3	Scotch.....	8
Icelandic.....	1	Welsh.....	2
		Total.....	146

IV.—Denomination of Parents

	No.		No.
Anglican.....	38	Methodist.....	33
Baptist.....	6	Presbyterian.....	34
Christian Science.....	1	Roman Catholic.....	27
Congregational.....	1		
Lutheran.....	6	Total.....	146

V.—Occupation of Parents

	No.		No.
Accountant.....	1	Machinists.....	4
Barbers.....	2	Magistrate.....	1
Bookkeepers.....	2	Merchants.....	6
Bricklayer.....	1	Miller.....	1
Cabinet Makers.....	2	Millwright.....	1
Carpenters.....	5	Miner.....	1
Carters.....	2	Musician.....	1
Clerks.....	5	Painter.....	1
Clergyman.....	1	Paper Maker.....	1
Confectioners.....	2	Pedlars.....	2
Craneeman.....	1	Pipe Fitter.....	1
Dentist.....	1	Printer.....	1
Electrician.....	1	Policemen.....	2
Farmers.....	32	Railway Employees.....	8
Fireman.....	1	Salesman.....	1
Foreman.....	1	Sawyer.....	1
Fishermen.....	2	Soldiers.....	3
Gardeners.....	2	Stamper.....	1
Hotel Man.....	1	Stove Mounter.....	1
Hunter.....	1	Tuner.....	1
Janitor.....	1	Weaver.....	1
Laborers.....	39		
		Totals.....	146

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1921

City or County	Male	Female	Total	City or County	Male	Female	Total
County of Addington.....	1	...	1	County of Perth.....	1	1	2
District of Algoma.....	1	1	1	" Peel.....	1	...	1
City of Brantford.....	1	3	4	City of Peterboro'.....	1	2	3
County of Bruce.....	1	...	1	County of Renfrew.....	2	...	2
" Frontenac.....	1	1	1	" Russell.....	2	2	2
" Glengarry.....	1	1	1	" Simcoe.....	3	...	3
" Grenville.....	1	...	1	City of St. Thomas.....	1	...	1
City of Hamilton.....	1	2	3	" Toronto.....	12	8	20
County of Haldimand.....	2	...	2	District of Timiskaming.....	1	...	1
" Huron.....	3	1	4	County of Welland.....	1	1	2
" Kent.....	1	...	1	" Wellington.....	1	...	1
City of Kingston.....	2	...	2	" Wentworth.....	2	...	2
County of Lambton.....	1	1	1	" York.....	1	...	1
" Leeds.....	3	1	4	Alberta.....	9	6	15
City of London.....	1	3	4	British Columbia.....	5	2	7
District of Muskoka.....	1	...	1	Manitoba.....	13	10	23
" Nipissing.....	3	3	6	Saskatchewan.....	9	5	14
County of Ontario.....	2	1	3				
City of Ottawa.....	1	2	3	Totals.....	87	59	146
County of Oxford.....	2	...	2				

VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1921

City or County	Male	Female	Total	City or County	Male	Female	Total
County of Addington.....	1	...	1	County of Haliburton.....	2	...	2
District of Algoma.....	10	6	16	" Halton.....	7	3	10
County of Brant.....	10	8	18	City of Hamilton.....	24	23	47
City of Brantford.....	17	14	31	County of Hastings.....	6	6	12
" Belleville.....	4	1	5	" Huron.....	15	13	28
County of Bruce.....	10	12	22	City of Kingston.....	8	4	12
" Carleton.....	2	2	4	County of Kent.....	11	8	19
" Dufferin.....	2	1	3	" Lambton.....	20	6	28
" Dundas.....	3	3	6	" Leeds.....	18	5	23
" Durham.....	4	4	8	" Lanark.....	4	4	8
" Elgin.....	7	6	13	" Lennox.....	4	1	5
" Essex.....	15	22	37	" Lincoln.....	3	3	6
" Frontenac.....	5	5	10	City of London.....	15	11	26
" Glengarry.....	8	2	10	County of Middlesex.....	10	13	23
" Grenville.....	3	2	5	District of Muskoka.....	4	4	8
" Grey.....	11	12	23	County of Norfolk.....	11	10	21
City of Guelph.....	4	5	9	City of Niagara Falls.....	...	1	1
County of Haldimand.....	6	5	11	District of Nipissing.....	10	8	18

VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1921—Concluded

City or County	Male	Female	Total	City or County	Male	Female	Total
County of Northumberland.....	6	9	15	County of Stormont.....	5	2	7
“ Ontario.....	9	14	23	City of Toronto.....	91	58	149
City of Ottawa.....	27	4	31	District of Thunder Bay.....	1	...	1
County of Oxford.....	8	14	22	County of Victoria.....	9	2	11
District of Parry Sound.....	3	...	3	“ Waterloo.....	13	6	19
County of Peel.....	4	2	6	“ Welland.....	9	6	15
“ Perth.....	5	11	16	“ Wellington.....	11	8	19
“ Peterborough.....	15	7	22	“ Wentworth.....	10	11	21
“ Prince Edward.....	7	2	9	“ York.....	21	17	38
“ Prescott.....	2	2	4	Province of Quebec.....	5	1	6
“ Renfrew.....	9	6	15	Alberta.....	11	8	19
“ Russell.....	6	4	10	British Columbia.....	11	4	15
District of Rainy River.....	1	1	2	Manitoba.....	21	20	41
City of St. Catharines.....	3	2	5	Saskatchewan.....	13	10	23
“ St. Thomas.....	4	2	6	United States.....	1	1	2
“ Stratford.....	3	1	4				
County of Simcoe.....	13	11	24	Totals.....	651	481	1132

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1921

City or County	Male	Female	Total	City or County	Male	Female	Total
Addington.....	1	...	1	County of Renfrew.....	2	...	2
District of Algoma.....	...	1	1	“ Russell.....	...	2	2
City of Brantford.....	1	2	3	City of Sarnia.....	...	1	1
County of Frontenac.....	...	1	1	County of Simcoe.....	3	...	3
“ Haldimand.....	2	...	2	City of Toronto.....	12	8	20
City of Hamilton.....	2	2	4	District of Timiskaming.....	1	...	1
County of Huron.....	1	...	1	County of Welland.....	1	1	2
City of Kingston.....	2	...	2	“ Wellington.....	1	...	1
County of Leeds.....	3	1	4	“ Wentworth.....	2	...	2
City of London.....	1	2	3	“ York.....	...	1	1
District of Muskoka.....	1	...	1	Alberta.....	7	4	11
“ Nipissing.....	3	3	6	Manitoba.....	12	8	20
County of Ontario.....	2	2	4	Saskatchewan.....	8	4	12
City of Ottawa.....	...	1	1				
County of Oxford.....	...	1	1	Totals.....	70	47	117
“ Peel.....	1	...	1				
City of Peterborough.....	1	2	3				

Maintenance Expenditure for the year ending October 31st, 1921
Compared with the previous year.

Service	Expenditure Year ending October 31st, 1920	Expenditure Year ending October 31st, 1921
	\$ c.	\$ c.
Medicine and Medical Comforts	307 60	290 42
Groceries and Provisions	11,973 49	9,935 90
Bedding and Clothing	220 35	421 50
Fuel, Light and Power	12,274 26	15,622 90
Laundry Soap and Cleaning	595 33	1,129 96
Furniture and Furnishings	1,043 76	1,199 97
Farm and Garden	1,450 11	1,105 57
Repairs and Alterations	1,115 17	1,150 89
Advertising and Printing	727 10	732 89
Books, Apparatus and Appliances	1,114 86	1,172 04
Pupils' Sittings in Church	200 00	200 00
Y. M. C. A. Memberships	100 00	100 00
Rent of Hydrants	160 00	160 00
Water Supply	591 72	297 66
Inspection of Literary and Musical Classes	200 00	200 00
Oculist—Care of Eyes	150 00	171 00
Dental Inspection—Care of Teeth	136 00	150 50
Musical Instruments, including Typewriters	663 00	89 40
Repairs to Pianos and Organs	57 31	77 98
Hardware, Paints and Oils	589 44	734 55
Workshop—Tools and Material	1,506 83	1,279 59
Engineer's Supplies	510 89	486 12
Models and Outfits	169 67	71 55
Contingencies	2,279 56	2,516 00
Salaries	44,864 86	46,180 86
Travelling Expenses		137 63
	\$83,001 31	\$85,614 88
Our Expenditure for the year ending October 31st, 1921		\$85,614 88
Returned to the Department in the way of Casual Revenue	\$11,163 69	
Amount charged for Perquisites	3,400 50	
		\$14,564 19
Actual cost of Maintenance		\$71,050 69
Average attendance		113
		\$628 76
Average per capita cost per year		
	Certified correct,	
	G. H. RYERSON,	
	Bursar.	
October 31st, 1921.		



